

# **CONCEPT FOR BUDGET CHANGE PROPOSAL FISCAL YEAR 2003-2004**

## **Professional Services Division**

**PROPOSED TITLE: Transition to Teaching – Reducing California’s  
Emergency Permit Holders**

### **SUMMARY:**

The request seeks to utilize federal Title II funds to expand the Transition to Teaching program to school districts that have a significant and persistent shortage of qualified teachers available to fill vacant positions. The proposal seeks to expand the capacity of certain local Alternative Certification programs for the purpose of reducing the number of emergency permit holders within a district.

### **Issue statement:**

In recent years, many states including California have faced a shortage of credentialed teachers due to a growing student population, teacher attrition and retirements, and educational reform policies such as class size reduction. These shortages are often more acute in large urban and remote rural areas of the state and for credential specialties such as special education, math, and science. Unable to recruit credentialed teachers, many districts have employed teachers on an emergency permit or waiver basis in order to maintain instructional programs.

Expanding the pool of qualified teachers and reducing the number of individuals serving on emergency permits have become major policy goals for California. SB 837 (Scott, Chapter 585, Statutes of 2001) requires districts to recruit suitable credentialed teachers for employment. As a result of the Governor’s efforts to increase teacher supply, the State has begun to realize gains in these goals. In addition to state policy goals, House Resolution-1 (HR-1), the No Child Left Behind Act of 2001, requires all teachers to be credentialed by the end of the 2005-2006 school year. The proposal described below is designed to meet the demand for fully credentialed teachers in every classroom by increasing the capacity of Alternative Certification programs, including Pre-Internship and Intern teacher development programs to transition emergency permit holders to fully credentialed teachers by the end of the 2005-06 school year.

**Concept:**

In order to meet the requirements of HR-1 and ensure that every classroom has a fully qualified teacher by the end of the 2005-06 school year, California must be able to reduce the number of Emergency Permit holders and increase the number of fully qualified teachers produced each year by the State's teacher preparation programs. Because the Pre-Internship and Intern programs are uniquely designed to help under qualified classroom teachers make progress toward full certification, the expansion of these programs will be an essential part of the State's strategy for meeting the demand for a fully certified teacher in every classroom.

Meeting the state and federal goals of eliminating the use of Emergency Permits will not only require building capacity in Alternative Certification programs but will also require participating districts use specific strategies that have been identified as particularly effective in achieving reductions in the numbers of Emergency Permit holders including: 1) data collection and analysis; 2) counseling of candidates; 3) increased collaboration with and information to participants and partners; 4) program development and transition; and 5) policy modification and program support.

The proposal is modeled after a successful pilot project in which the San Diego City and Oakland Unified school districts were able to significantly reduce the number of emergency permit holders through the employment of the strategies identified above and intensive support and preparation services commonly provided in the Pre-Internship and Intern programs. By examining credential possibilities for every teacher serving on an emergency permit, expanding pre-intern and intern programs, linking with universities to meet the need for specific types of preparation programs, and taking advantage of available teacher incentive programs (such as SB 1666, Alercon), this program nearly eliminated emergency permits in the two districts. The districts participating in the pilot project were able to reduce the number of emergency permit holders by more than 90 percent while ensuring that participants functioning as regular classroom teachers were making satisfactory progress toward full certification.

This proposal seeks \$16.1 million for the purpose of increasing supply of qualified teachers by through local Alternative Certification programs. This proposal would help maximize the use of these funds to serve the needs of teachers who are working toward full certification and improve flexibility in program administration.

**Benefits:**

If funded, this proposal would build critical capacity over the next four years in the alternative routes to certification by increasing the number of participants

who could be served and by improving the articulation between programs to accelerate moving emergency permit holders to full credentials.

**Justification:**

The No Child Left Behind Act of 2001 requires that all teachers be highly qualified by the end of the 2005-06 school year. Over the course of the next four years, California will need to transition approximately 35,000 individuals who are currently serving on an Emergency Permit or a Waiver to a full credential, a 46% increase over the number of teachers currently prepared each year. Increasing the capacity of professional preparation programs to produce more teachers will be essential for the state to meet the federal requirements of HR-1, and achieving the State's goal of placing a qualified teacher in every classroom.

This proposal would significantly reduce the number of Emergency Permits while making Pre-Internship and Intern programs more accessible and improving the articulation of support and services available to program participants who are making progress toward full certification. The projected number of participants and costs are displayed in Table 1.

**BUDGET ASSUMPTIONS:**

Using the Beginning Teacher Support and Assessment (BTSA) funding model, the CCTC estimates that approximately \$16.1 million in federal funds could be utilized in the 2002-03 for infrastructure planning and program development to allow all school districts to initiate, expand, and build articulation between Intern and Pre-Intern programs.

In addition, the CCTC will be requesting \$385,000 in expenditure authority for the third and final year of the Transition to Teaching Federal Grant for the San Diego and Oakland pilot project currently in process.

## 2003-04 Concept for Budget Year Change Proposal Transition to Teaching - Table

*Table 1: Estimated Production of New Teachers by Intern and Pre-Intern Programs*

	<b>02-03</b>		<b>03-04</b>		<b>04-05</b>		<b>05-06</b>
	Participants	Cost	Participants	Cost	Participants	Cost	Participants
Intern new			17,558	\$ 43,895,000	19,053	\$ 47,632,500	10,546
existing	8,500	\$ 21,250,000	3,570	\$ 8,925,000	8,874	\$ 22,184,400	11,729
Pre-Intern new	16,500	\$ 33,000,000	16,500	\$ 33,000,000		\$ -	
existing	11,750	\$ 23,500,000	11,300	\$ 22,600,000	11,120	\$ 22,240,000	4,448
E-Permit	16,500	0	0	0	0	0	0
<b>Totals</b>		<b>\$ 77,750,000</b>		<b>\$ 108,420,000</b>		<b>\$ 92,056,900</b>	

IHE (includes Tradition and University Interns), Intern(District) and Out of State Credentials assume growth of approximately 5% per year:

	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	
IHE	17,555	18,397	19,317	20,283	21,297	22,362	23,480	
Int	703	805	845	888	932	978	1,027	
Out-of-State	3,864	4,724	4,960	5,208	5,469	5,742	6,029	
	22,122	23,926	25,122	26,378	27,697	29,082	30,536	
				Additional Teachers*	12,254	16,198	12,920	41,372
				Total Teachers Credentials	39,952	45,280	43,456	

\*Includes minimal double counting with University Interns and Interns.

2003-04 Concept for Budget Year Change Proposal  
Transition to Teaching - Table

<b>5-06</b>
Cost
26,365,500
29,323,098
-
8,896,000
0
\$ 64,584,598

# **CONCEPT FOR BUDGET CHANGE PROPOSAL FISCAL YEAR 2003-2004**

## **Professional Services Division**

**PROPOSED TITLE:**       **Funded Programs Increase**

**SUMMARY:**

The Pre-Internship and Intern programs are part of the State's strategy for moving less than fully qualified teachers to full certification and meeting the requirements of the No Child Left Behind Act. To accomplish state and federal goals of a fully qualified teacher for every classroom, the Pre-Internship and Intern programs, must be funded at a level that will enable them to increase their capacity to prepare new teachers. This proposal requests \$16.4 million to be appropriated from the General Fund for local assistance to Intern and Pre-Internship programs.

The proposed state budget for 2002-03 includes \$8.350 million in one-time funds that were reappropriated from prior fiscal years. In addition, programs received \$8.545 million from 2001-02 funds for continuing interns in the 2002-03 fiscal year. Together, these funds represent \$16.895 million in funds that will not be available in 2003-04 to support alternative certification programs. Without the additional funds requested, programs would serve 20 percent fewer pre-interns and interns in 2003-04 than will be served in 2002-03. This reduction would impede the State's ability comply with the No Child Left Behind Act of 2001, which requires that all teachers be fully certified by the end of the 2005-06 school year.

**Issue statement:**

In recent years, many states including California have faced a shortage of qualified teachers due to a growing student population, teacher attrition and retirements, and educational reform policies such as class size reduction. These shortages are often most acute in rural and inner-city schools, where student needs are the greatest. In order to staff classrooms and maintain instructional programs, many districts have employed teachers on an emergency permit or waiver basis. California's policy goal is to reduce the number of emergency permit teachers and to expand the pool of qualified teachers.

The No Child Left Behind Act of 2001 requires that all teachers be fully certified by the end of the 2005-06 school year. Over the course of the next four years, California will need to transition approximately 35,000 individuals who are currently serving on an Emergency Permit or a Waiver to a full credential, a 46% increase over the number of teachers currently prepared

each year. Increasing the capacity of professional preparation programs to produce more teachers will be essential for the state to meet the federal requirements of HR-1, and achieve the State's goal of placing a fully credentialed teacher in every classroom.

The Pre-Internship and Intern programs have proven to be a successful strategy for expanding the pool of qualified teachers. Since 1995, more than 12,000 individuals have completed a pre-intern or intern program and have become fully certified teachers in California classrooms.

### **Concept:**

This proposal would result in a new base budget for the Intern and Pre-Internship programs that incorporate one-time funds included in the 2002-03 Budget Act. To maintain sufficient flexibility in the Pre-Internship and Intern programs and allow funds to be allocated based on enrollment demand with each program; the appropriation should allow funds to be transferred between the Intern and Pre-Internship programs. This flexibility would enable the Commission to address the enrollment "bubble" as it moves through the pre-intern and intern pipeline.

### **Benefits:**

The funds requested in this proposal will enable programs to meet anticipated enrollment demand. The Pre-Internship and Intern programs will serve more than 20,000 individuals during 2002-03. This number is expected to increase to more than 24,000 in 2003-04.

### **Justification:**

In conjunction with the use of federal funds through the Transition to Teaching proposal the increased funding would enable the state to significantly reduce the number of Emergency Permits while making Intern and Pre-Intern programs more accessible to less than fully qualified individuals who are teaching in our public schools.

### **BUDGET ASSUMPTIONS:**

This proposal assumes that per participant funding for the Pre-Internship and Intern program will remain at \$2000 and \$2500 respectively.

	Funding Per Participant	Actual Participants 2001-02	Projected Participants 2002-03	Percent Change	Anticipated Enrollment 2003-04	Funding Needed
Pre-Internship	\$2,000	9,871	11,748	19.0%	13,980	\$27,960,240
Internship	\$2,500	7,098	8,561	20.6%	10,325	\$25,811,415
Estimated Funds Required for 2003-04						\$53,771,655
Funds Appropriated in Item 6360-101-0001 for both programs in 2002-03						\$37,400,000
Amount Required to meet anticipated enrollment demand						\$16,371,655

# CONCEPT FOR BUDGET CHANGE PROPOSAL FISCAL YEAR 2003-2004

## Information Technology and Support Management Division

**PROPOSED TITLE:** Teacher Credentialing Service Improvement Project (TCSIP)

### SUMMARY:

#### Issue statement:

Commission staff has prepared a Budget Change Proposal (BCP) to secure fourth-year funding to support the Commission's Teacher Credentialing Service Improvement Project (TCSIP).

#### Concept:

The goals of this project continue to be to use Web-based functionality and an improved database management system to accomplish the following:

Milestone	Target Implementation Date
Phase 1: Web application status lookups and current credential history using the existing Credentialing Automation System. Completed.	October 2001
Phase 2: Submission of credential renewal applications online. Completed.	June 2002
Phase 3: Automated processing and reporting of credential, disciplinary and examination program information through a common repository that replaces the existing system. In progress.	May 2003

#### Benefits:

- ✓ Provide application status information electronically,
- ✓ Facilitate online submission of renewal applications, and
- ✓ Improve the Commission's ability to compile and analyze data, and prepare reports in response to policymakers' requests.

#### Justification:

This BCP includes ongoing maintenance of Web hosting for Phases 1 and 2; additional temporary IT support staff; and development and integration contractor fees for Phase 3.

### BUDGET ASSUMPTIONS:

\$2,367,816 from the Teacher Credential Fund